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ABSTRACT

The report of the fifth National Indian Child Conference (1983) contains a statistical portrait of the American Indian child, excerpts from the keynote address by J. Herman Blake, workshop topics, summary of a forum on the federal government's role in Indian affairs, conference resolutions, conference evaluation, and a directory of conference staff, presenters, and tribal representatives. The 71 workshop titles and presenters are listed under the broad headings of child welfare and family services, environment, women, recreation, spiritual well-being, Save the Children, youth, education, child abuse and neglect, physical and mental health, and resources. The conference resolutions--chiefly concerned with education and child welfare--call for curriculum improvement at post-secondary schools affiliated with the Bureau of Indian Affairs, adequate funding for federal Indian education programs (e.g., Johnson O'Malley, Title IV, BIA pre-kindergartens), substance abuse prevention programs for Indian youth, fair employment opportunities for Indian youth, increased funding for physical and mental health programs, federal assistance for community development programs to promote tribal self-sufficiency, and development of model tribal legal codes. A section on youth at the conference describes their participation, lists youth program events, and gives brief biographies of five Indian youths who received awards for outstanding achievement. (JHZ)

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OUR PRIDE AND PROMISE

A
REPORT OF

THE FIFTH NATIONAL INDIAN CHILD CONFERENCE

August 21-24, 1983
Spokane, Washington

ED259846

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October 1984

To our many friends who gave of themselves to make the Fifth National Indian Child Conference a success, we wish to express our deepest appreciation.

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PRESIDENT'S MESSAGE

It was a pleasure for me to be at the Fifth National Indian Child Conference in Spokane and I know that we all enjoyed the warm hospitality of the Indian people in the Northwest.

Save the Children shares with people everywhere a deep concern for the well-being of Indian children and youth. Our sponsorship of NICC is a most important expression of that concern.

My thanks to those who took part in this year's meeting and who helped to make this a most successful conference. I look forward to next year.

Cordially,

David L. Guyer, President
Save the Children

Ken Croken

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THE AMERICAN INDIAN NATIONS PROGRAM

Phyllis Dobyns, Vice-President for Program & Planning, Save the Children.

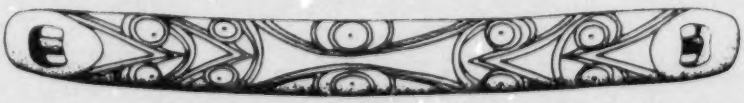
In 1982, Save the Children celebrated 50 years of service to children. Founded during the Depression to aid the impoverished children of Appalachia, Save the Children is now a worldwide organization which provides technical and financial assistance to over 400 communities around the world.

In its years of growth as an international agency, Save the Children has also been growing within the United States. We are helping today in many communities in the rural south, in New York City, in Hispanic villages, and on Indian reservations. The American Indian Nations Program now reaches local Indian groups representing over 60 tribes and communities in 11 states.

Central to all of Save the Children's work is a community-based integrated development approach as a method which offers people the opportunity to meet self-defined needs through their own efforts. Commitment to this process — the gradual, steady growth of confidence — is Save the Children's most unique characteristic. Therefore, in Indian communities, as elsewhere, Save the Children looks to the people who live there — to this generation of parents and leaders and to their children — and works with them. It is they who form the Community Volunteer Committees (the "CVC's") through which they design and implement local self-help programs. Assisting these committees in Indian communities, Save the Children has Field Offices in several western states, one in the southeast and one in the plains region, each having its own Field Director and support staff. Committee members and field office staff members together keep in touch with the many Indian children whose sponsors help to maintain the work of Save the Children in their communities.

Today there is a larger Indian community which includes not only those who live on reservations but also those who live in rural non-reservation areas, in towns and in the cities. If Save the Children is to continue to serve the needs of American Indians effectively, it has a responsibility within this wider Indian world. The National Indian Child Conference is an expression of this concern. In the tradition of Save the Children, this Conference is planned and hosted by a volunteer Steering Committee, assisted by a goodly number of volunteer sub-communities who help to make the Conference a success. Staff services for management and coordination of the Conference are provided through the Office of Special Events and Region Services of the American Indian Nations Program.

Save the Children is a private, nonsectarian, non-profit organization with headquarters in Westport, Connecticut. It is a member of the Save the Children Alliance, the International Council of Voluntary Agencies and other international service agencies. It is funded by the voluntary contributions of private citizens, clubs and civic groups, employee groups, foundations, corporations, service organizations and government agencies.



Jay Munro

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PORTRAIT OF THE AMERICAN INDIAN CHILD

From one generation to the next, it has been the Indian family — immediate and extended — which has nurtured and sustained Indian children, cultures, tribes, villages, and communities. Save the Children believes the greatest asset for Indian children is a strong secure Indian family in a supportive tribal community. This agency has worked with American Indians since 1949. Today, Save the Children has programs in 60 federal reservations, and in urban and rural Indian communities.

The National Indian Child Conference, now into its sixth year, is one of the needs conceived by Indian communities sponsored through Save the Children. This conference serves as a primary forum, for Indian and non-Indian people, to discuss in a non-political environment important projects being undertaken to assist Indian children, their families, communities, and tribes.

Over the next several years, Save the Children will be working to assure that the National Indian Child Conference targets its proceeding more directly to activities which assist children and families. For example, it is the Agency's hope that the circumstances affecting the state of Indian children in the United States will be examined more closely annually and that concrete local, regional and national strategies will be devised.

The 708,611 American Indians and Alaskan Native children under 14 years of age are one-half of the total U.S. Alaskan Native and American Indian population. These children often face problems their white counterparts are not as vulnerable to, or that children in the general U.S. population do not have to experience. This statistical portrait illustrates the state of the Indian child and the Indian family. More than three times as many Indians have families of seven or more than the U.S. average. In 1980, the average person per family was 3.87 as compared with 3.27 for all families in the U.S. Nearly 24% of all Indian households were in an income level below the poverty line in 1979. Of this nation's 300,000 Indian families, nearly 23% are headed by a female with no spouse present. The average income for an Indian woman with children under 18 years of age is only $6,596.

Employment

In recent years, unemployment has reached nearly 80% on some reservations. Only 36% of the total Indian work force was employed in 1980. The median income for males over 15 years is $8,109. For females over 15 years, that figure stood at $4,268 in 1979.

Health

American Indians and Alaskan Natives under 15 years of age suffer a pneumonia rate 2.2 times the U.S. rate. There is a very high incidence of otitis media (inflammation of the middle ear), and jaundice which is 5 times the U.S. rate in Indian infants. Alcohol-related diseases are as high as 6 times more frequently diagnosed in Indian adults. These diagnoses occur in the 15-44 year age group which is the age group of parents of young children.

Mortality

In 1978, 8.7% of all Indian deaths occurred in the under 5 years of age bracket as compared with 2.8% of all deaths nationally. The neonatal death rate is 2 times the national average. Sudden Infant Death Syndrome occurs 4 times more frequently in Indian infants than in white infants.

Child Welfare

Indian children are placed in adoptive or foster care 4 times more often

than non-Indian children. From 25% to 35% of all Indian children are separated from their families. These trends continue regardless of the Indian Child Welfare Act.

Education

Only 23.9% of rural Indians 18-25 years old have completed high school. The comparable nationwide figure stands at 44.3%. Today, two-thirds of Indian children attend public schools. The remaining one-third attend federally run boarding or day schools, mission schools, and private or tribal schools. There are eighteen tribally controlled community colleges on or near reservations. The majority of these colleges were organized since 1975.

All of these factors combine to make life for the American Indian and Alaskan Native child and their families difficult. Problems of low income, limited job opportunities, poor health, and acculturation block the way to self-sufficiency and a good life for these children.

"The Indian Child: Our Pride and Our Promise" is this year's theme. Save the Children's American Indian Nation's Office of Special Events, directed by Mr. Dallas Johnson, has worked with a Steering Committee of Indian leaders to design a forum for presenting these projects in the following report. This conference serves as an important link for sharing ideas, resources and developing cooperative strategies to improve the lives of Indian children, families, and communities during the decade of the 80's!

Dr. Helen M. Scheirbeck
Director, American Indian Nations Region

Marcia Keegan

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THE CONFERENCE

GREETING FROM THE CHAIR

We are happy to bring you this report of the Fifth National Indian Child Conference. Spokane was a good place to meet and we welcomed many new friends, especially from the Northwest. Our guests from Canada and Chief Hillary Frederick of the Carib Nation made us realize that Indian concerns are truly international.

If you were able to be at the Conference, you will enjoy taking time to review all that happened there. Whether you were there or not, there is much that is new to learn here, especially in reading through the resolutions and the testimony at the Congressional Forum.

It has been a privilege to serve with other members of the Steering Committee over the past year. We believe that the 1983 Conference was a great success — thanks to them and to the Advisory Committee. And thanks to the many lively participants of all ages.

William F. Bell
Mississippi Choctaw
Conference Chair

Martha Yallup
Yakima Indian Nation
Conference Vice-Chair

CONFERENCE-AT-A-GLANCE

SUNDAY, AUGUST 21

12:00 Noon	Registration Begins A Tribute to Children begins Battle of the Bands
6:00 PM	Reception for Student Artists Opening of the Student Art Exhibit
7:00 PM	Talent Show

MONDAY, AUGUST 22

7:30 AM	Registration begins EWU and CD Orientation Sessions
8:30 AM	Opening Session
10:15 AM	First General Session
1:00 PM	Workshops — Group I
3:00 PM	Workshops — Group II
4:00 PM	Northwest Feast and Dances begin
8:30 PM	Benefit Performance — Winston Wuttunee

TUESDAY, AUGUST 23

8:00 AM	Registration continues
9:00 AM	Workshops, Group III
12:00 Noon	Conference Luncheon
1:45 PM	Workshops, Group IV
3:30 PM	Workshops, Group V
7:00 PM	Pow-Wow

WEDNESDAY, AUGUST 24

8:00 AM	Registration Continues
9:00 AM	Second General Session
11:00 AM	Workshops, Group VI
1:30 PM	Special Interest Workshops
1:30 PM	Resolutions Caucuses
2:45 PM	Third General Session, Resolutions
4:30 PM	Conference Closing
7:00 PM	Conference Banquet/Awards
9:30 PM	Conference Dance

THURSDAY, AUGUST 25

9:00 AM	Congressional Forum

THE KEYNOTE ADDRESS

(Excerpts from the address,"Rejected Stones")
J. Herman Blake. Chairman-Program Committee, Board of Directors, Save the Children

The organizers of this Fifth National Indian Child Conference have chosen as the theme "The Indian Child — Our Pride and Promise." In so doing, they focus our attention upon Indian children, the most important persons in our community. From the distant past, our ancestors, observe us, seeking to know the way we are handling the sacred trust of the children who have been given to us. Children are our pride because they embody all of our hopes and dreams. We can look back at our individual successes and failures and see ways we can help our children fulfill our fondest expectations. For this reason, children are our promise for they project us all into a future which all of us will not share, but a future which is certain for them — if we would only help children realize that promise.

In the early years, Save the Children recognized that if we are to ever improve the lives of American children, we must focus much of our attention on Indian children. This was more than a matter of need, it was a clear recognition that in spite of our history, our mythology, politics or ideology, American Indians live at the moral and ethical center of this nation and if we are to ever truly serve the nation, we must first of all serve the Indians. The Board of Directors of Save the Children has made its position clear to all staff — we want our programs to be models of effective service to Indian communities on behalf of Indian children. We take this position because Indian children, as indeed all children, are our pride and our promise and when we seek to serve them we will expect no less than the best . . . We recognize that children do not simply exist as individuals, they are intertwined in families which are closely linked to communities. Our emphasis, therefore, has systematically broadened from activities and programs which serve individual children to those which serve families and those which serve communities. As we see this community based integrated approach implemented more widely, we see that it leads to broad-ranging and permanent community uplift. We are proud of our accomplishments but we are a long way from satisfied. We need to do more, we can do more and will do more.

Our focus on Indian children of today is a focus on the promise of the 21st century. In our own way, we come to this Conference seeking to get some view of the new century in the eyes of our children. However, it may well be that our understanding of that future might best be sought in the eyes of our Elders, through an understanding of our past. Indeed, it was a wise observer who gave us this insight by stating that "all our past proclaims our future." In some respects we can provide direction and understanding of the future by using the guidelines of our history and experience, as communities, as tribal peoples, as a nation of nations, but also of our experiences as a people.

When we look to the past, we find a broad panorama of great leaders, noble deeds, bitter defeats, broken promises, expropriated lands and lost cultures. There is much in that past that can cause us to weep bitter tears. But we are called to this time and to this Conference not to weep about today and yesterday, for we cannot alter or change the past. We are called to this time to plan and create a better future for our children and our people . . . When we look for that past which pro-

claims our future, we find among our people some of the important social values which have sustained Indians through past centuries and which we all desperately need for future centuries. These values reflect this spirituality of all people, the sacredness of the social bond, and the unity of all nature. These are values which hold that humans must come to understand their place in the natural order and that rather than live in disharmony, humans must live in harmony with all relations. Such profoundly spiritual and human values have been key elements in Indian survival and they point the way to the 21st century.

This is the future of our past, the understanding that those Indian values of collectivity, spirituality, social harmony and natural unity may be the keys to a new era when we realize that our weaponry and technology have brought us to the brink of destruction and we need to learn how to live in harmony with each other, a harmony of races, of nations, of languages, and ultimately the harmony of a people. If we must learn this — and I believe we must — then we will have to turn to the Indians who have known these things, who have practiced and lived them through centuries of despair, while we sought the goals of greed and power which have brought greatness — but without the happiness we also seek.

It may well be that our future is dependent upon our discovery of the central role . . . of our past, the philosophy and values of Indians which may well tell us how we can live in harmony with each other, with nature and with the universe. I read the wise words of the great Chief Seattle of the Suquamish:

> *Every part of this earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people . . . For all things share the same breath — the beasts, the trees, the man . . . All things are connected. Whatever befalls the earth befalls the sons of the earth. Our God is the same God.*

These are words of wisdom. These are words of our past. But these are words of our future. Not only must we come to know them, we must come to understand them. As we begin this Conference, we do so with the understanding that the Indian children who are the center of our attention will be the leaders of our communities in the 21st century — leaders of our Indian communities and hopefully of our city, state, national and international communities. Thus our deliberations, our actions will have an impact extending far into the future. As we reach toward the future, let us always keep our hand also extended into the past. Let us know, understand, and be guided by the wisdom of our Elders. If we draw on the best of the past, we can do much for these children, then, as they become leaders, organizers, teachers, politicians and parents. Hopefully, they will also be philosophers, sages, dreamers and visionaries. They will not only lead us into a new century but into a new world.

The Conference has begun. As we go about our task, as we focus on our precious children, I leave you with the words of Chief Seattle: "Go now, work to do what must be done."

THE WORKSHOPS

Marlene Coffey, Chair, Facilitators Committee

Conference workshops this year were volunteered from every part of the country. They came from administrators and field workers, from research and human service professionals and from members of many tribes. The Steering Committee received twice as many proposals than could be accommodated in the short three days of the Conference which means that plans for the future may have to include more time and space for breakout and discussion groups. Here is the list of workshops and presenters, 1983. Workshops are shown by general subject area of "track", as shown in the 1983 Conference program. Addresses of presenters are given in the directory.

SUBJECT	PRESENTERS
PARENTING/COMMUNICATION	
Seattle Indian Youth Street Survival	Woody Verzola, Lorraine Brave
Tough Love — Parent Support Group	Judy Milhofer
PRE-SCHOOL/ECE	
The Home Base Early Childhood Programs — A Successful Alternative	Marty Paulson
"Exploring Parenting" in a Preschool Environment	Patsy L. Martin
Preschool Experiences for Native American Children and their Families: An Intervention, Prevention Program	Carol Laumeau
Tri-State Tribes: Indian Headstart Programs	Joan C. Pipe
Developing Good Readers — ECE	Gary R. Brownley
CHILDREN WITH SPECIAL NEEDS	
Beyond 94-142: Native American Portage Project Replication, A Homebound Pre-School Program	Cookie Gillespie, Michael LeCam, Efren Medrano
Developmentally Disabled Navajo Children: Health Care and Family Care	Catherine Fleshman
Special Education Advocacy: Parent-School Relationships, What It's All About for Native American Parents of Handicapped Children	Ed Sandoval

SUBJECT	PRESENTERS
CHILD WELFARE/FAMILY SERVICES	
Indian Homemakers Association of British Columbia: The Family Unit Concept, A Review of Native Child Care Services in Canada.	Rose Charlie
Southeast Child and Family Services: A Model of Indian Run, Community-Based Services	Nedra Greenaway
Family Day Care: An Important Option for Children of Working Parents	Nancy E. Travis
Indian Child Welfare Act: Issues in Implementation	Association of American Indian & Alaska Native Social Workers
The Navajo Child Welfare Program: One Model of Implementing PL 95-608	Anselm Roanhorse, Jr.
Title IV-B Direct Funding to Indian Tribal Organizations: Is It For You?	Gregory Gomez
Development of Navajo Child Welfare Services Plan (PL 96-272, Sect. 428)	Gregory G. Gomez
Native American Adoption Resources Exchange	Mary Wood
Comanche Tribal Children's Court: Challenges and Obstacles in Southwest Oklahoma	Dennis G. Chappabitty
The Enrichment of Child Welfare Services on Arizona Indian Reservations	Wayne Mitchell, Zigmond Maciekowich
ENVIRONMENT	
The Environment and Our Future	Stephen LaBoueff, Lila Bird, & Stephen Wall
WOMEN	
Archetypal Guidance for Contemporary Indian Women	Patricia Tswelnaldin
Issues for Indian Women in Development	Penny Levy, Irene Wallace
RECREATION	
Summertime: How Can We Expand Camping and Other Summer Opportunities for Indian Children and Youth	Elizabeth Rosenthal, Ferial Skye, Ed Edmo, Anne Medicine
Adventure-Based Recreation Project	Mona Fernandez
Summer Creative Arts	Tonia Hogner

SUBJECT	PRESENTERS
SPIRITUAL WELL-BEING	
Getting Strong Again	David Grant Spotted Eagle
Storytelling for Young and Old	Thomasina Jordan
SAVE THE CHILDREN	
Save the Children Community Development Strategies	Helen M. Scheirbeck, Charlotte Bahlen, Marlene Coffey, Gloria Emerson, Lloyd Owle, Jim Trujillo, and Irene Wallace and Community Volunteer Committee Representatives from Seminole, Papago, and Walker River Paiute.
YOUTH	
Developing a Positive Youth Peer Group within the Native American Society	Michael Pavel
A Forum for Indian Youth	Joseph A. Myers, Deanna Martinez
Papago Youth Conference	Ida Jose
Making Education Work For — Not Against — the Indian Child	Lee Little Soldier
Discovering Your Radiant, Hidden Self	Colleen E. Almojuela
Improved Self-Confidence through the Art of Poetry; Writing, Reciting, and Publishing	Mick Fedullo
Youth Panel on Family Intervention	Acoma Pueblo, NM
A Holistic Model of Youth-Directed Counseling or Alternative Living Services	Rick St. Germaine
Teen Parents: A Personal Perspective	Rhonda Fairgrieve
Careers in the F.B.I.	F.B.I., San Francisco, CA
EDUCATION	
A Whole Brain: Holistic Model of Child Development Early Childhood Education	Geri Frields
Tradition in Indian Education — Right and Left Brain Stimulation	Marcelene Norton
Learning to Problem Solve — An Essential for Productive Living: The School's Role	Irving N. Berlin, M.D.

SUBJECT	PRESENTERS
C.H.I.L.D.: Consistently High Individual Learning Development	Jennie L. Honanie Lisa M. Tahkeal
Northwest Reading and Language Development Program	Robin A. Butterfield, Joe Coburn
Language Proficiency Assessment of Indian Children	Susanne Weryackwe
Indian Student Dropouts	Will Numkena
Control Through Indian Representation on Public School Boards	Jeanette Wolfley
Johnson-O'Malley Technical Assistance to Parents	Uren Leonard
The Inside Story on ERIC (Educational Resoures Information Center)	Elaine Roanhorse Benally
Making Education Work For — Not Against — The Indian Child	Lee Little Soldier
CHILD ABUSE AND NEGLECT	
"Children of the River" A Video Tape on Child Abuse and Neglect in Gila River	Drake Lewis, Howard Davies
The Skokomish Model for Prevention of Child Abuse and Neglect	Mary M. Stephenson
PHYSICAL/MENTAL HEALTH	
The Effects of Family Modeling on Health Behaviors of Indian Children	Charles J. Pine
Implementation of Health Related Physical Fitness in Reservation Schools	Josh McIntosh
The Bio-Intensive Garden: A Way to Better Health	Marny Smith
Urban Indian Mental Health: Intervention Strategies	Holly Echo-Hawk
Social Effects of Alcoholism on Indian Families	Richard N. Weber
Prevention Education for Youth on Substance Abuse	Lenora Y. Fulton
Health Aspects of Substance Abuse and Recommendations for Prevention and Treatment	Morris Dyer
Working With the Suicidal Client	Marcia B. Krawll
Health Career Information and Basic Financial Aid Workshop	Jack Quincy

SUBJECT	PRESENTERS
RESOURCES	
A Program for Training in Self-Mastery and Coping Skills: Methods and Results	James Brown
Reinforcing Positive Self and Group Concepts through Oral History, Art and Community Festivals	Kate Rinzler
Measuring the Child Quality of Life	Jairo Arboleda
Introduction to Computers	Don A. Barlow
1980 Census: American Indian Reports	Alice Solomon
Making Meetings Work	Charles Wesley
Media Advocacy: A Strategy for Working With the News Media	Kenneth R. Croken
"Hands-On" Film Making With Indian Young People	Neil Poese
Introduction to Proposal Writing	Shayne DelCohen
Strategies for Corporate Fund Raising	Beth Grindell
The Private Sector and the Indian Child	Dean Chavers
Improvisation Games	Melanie Chartoff
The Carib Nation	Chief Hillary Frederick

Ken Croken

Actress Melanie Chartoff leads a workshop for children.

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SPECIAL EVENTS

Charlene Flood Chair, Entertainment Committee

Whenever there is a small get-together in an Indian community or a big national conference like NICC Indian people count on good meals and good entertainment. The Spokane Conference was no exception; there was a lot going on every day in the way of special events.

The opening event of the Conference on Sunday afternoon was the Battle of the Bands in Riverfront Park. It was won by a group which calls itself *American Made,* and was followed in the evening by the Youth Talent Show, won by Trudi Pinkham (1st), Edythe Wild Shoe (2nd), and Nelson Fernando (3rd). The social event of Sunday afternoon was the Mayor's reception at the park, where Mayor James Chase of Spokane received members of the Conference from 4 to 6 o'clock.

On Monday, the Northwest Affiliated Tribes put on a feast of salmon, melon, chicken and roasted corn. This was the largest single event of the week and the most unusual. The line of guests began to form about 4 PM at the pavillion in Riverfront Park and serving continued until 7 PM or so. Following the feast there was a fine evening of entertainment by Winston Wuttunee of Canada, benefitting the NICC and the American Indian Center of Spokane.

There was a conference luncheon on Tuesday, with George Manuel (Shusway) as the speaker. He is a founder and past President of the World Council for Indigenous People and he talked about the importance of the American Indian heritage and his experience with other native people around the world. Another guest was Melanie Chartoff, TV celebrity and regular sponsor of an Indian child through Save the Children. Tuesday night was the Pow-wow which is something that Conference members look forward to every year.

On Wednesday, Save the Children President David Guyer hosted a chief's luncheon to introduce Chief Hillary Frederick of the Carib Nation, Dominica, as honored guest of the Conference.

The conference banquet took place on Wednesday evening. The speaker was Russell Jim (Yakima), a leader known and respected for his long experience in both tribal and national Indian policies. He serves as area vice-president of the National Congress of American Indians. Mr. Jim reaffirmed the warmth of welcome of the Northwest Tribes and closed the Conference on a wise and thoughtful note. Entertainment was provided by winners of the Youth Talent Show, Edythe Wild Shoe, singer and humorist, Trudi Pinkham, who gave her "Flashdance" and Thomasina Jordan, Indian Storyteller. The very important Conference Awards for adults and for youth were made at the Banquet, and there was a special tribute to Dallas Johnson, Conference Director, and his wife, Betty, for their leadership over the years. Later in the evening, the winning band, *American Made,* played for the conference dance and a good time was had by all.

Every one of these special events meant planning and hard work for volunteer committee members and for the staff and many conference members expressed appreciation and thanks.

ACHIEVEMENT AWARDS AND DISTINGUISHED SERVICE CITATIONS

Winona Sample Co-Chair, Awards Committee

Each year the Steering Committee of NICC asks for nominations for special awards in several categories, adult and youth. Each year there are more nominees and their qualifications are varied and most interesting.

Save the Children presented Distinguished Service Plaques to three individuals who have been of very special help in the development of the American Indian Nations Program:

Ruth Thompson, Greenwich, Connecticut
Ruth Thompson has contributed thoughtfully and generously to Save the Children's Indian programs over the years. In particular, this year, she helped to bring young people to Spokane for the Conference.

Ruth Woodward Finch, New Canaan, Connecticut
Ruth Finch is a gifted photographer who has traveled through much of Indian country. This year her work was shown in Washington, D.C. for the benefit of Save the Children's Indian programs, and she has contributed a series of American Indian photos for greeting cards for the same cause.

Thomasina Jordan, Washington, D.C.
Thomasina Jordan is a friend who never tires and who readily shares her considerable gifts and good nature with all who have a part in Save the Children's Indian programs. This year, she was Indian storyteller to everyone at the NICC Conference, young and old alike.

The Awards Committee (adult) was very proud to present certificates of recognition to the following at the 1984 Conference:

Educational Achievement
Maggie Escalante
Jenny Murietta

Public Service/Community Service
Ned Anderson

Arts and Humanities
Henry Gobin — (Artist, NICC poster, 1983)

Child/Family Advocacy
Eleanor Danes

Health and Human Services
Eva Merrifield

Parents Achievement Awards Group
Title IV Parent Advisory Committee of Sacaton, (AZ) School District

Individual (Elder)
Frances Petersen

Youth Awards and Citations are listed in the "Youth at the Conference" section of this report.

YOUTH AT THE CONFERENCE

Interview with **Dolores Lujan,** (Isleta), Chair, Youth Program Committee. Counselor/ Administrator, Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico

"We place a lot of value on our young people," said Dolly Lujan, Chairman of the Youth Program Committee at the close of the Spokane Conference. "You know, when we first started having them at these conferences, kids were segregated in their own hotel with their own activities. That was OK at the time, but in another way, they were only there so that we could talk about them.

"This year, it was different. They were right in the middle of everything. I think it came from their Indian sponsors — the adults — who came with them — who said *get involved.* And then, the Indian host families in Spokane were ready to do anything to help and the kids just got into the spirit. The conference staff looked at them as helpers and they did a fantastic job. We couldn't have had anything like such a good conference without their assistance.

"Of course the New Mexico Native Youth Organization did that too, when we had the Conference in Albuquerque. They were great. In Spokane, it is the *Eagle Spirit Club* and — well, you've seen it — you've seen their members all around, and their t-shirts. They have been hosts to all the other young people.

"We asked the governors of different states to nominate an Indian youth delegate to the conference from their state. A number of them did that and also there were those youth who came in groups from certain reservations. But some came alone — I mean they came with their families or something and not especially for the youth program like the others. They were lost at first and that's where the Eagle Spirit Club really made them feel part of it. We had the Youth Drop-In Center on the fourth floor near the conference office where the kids could come and go. There was a lot of running up and down the halls but it never got out of hand.

"They seemed to have an extremely good time and it worked out the way we had planned it. We didn't set up workshops just for them and keep them away from the main Conference — they were part of it. We did set up a list of workshops — a "youth track" — that we thought would be in their interest, but they were free to go to any or all of the workshops. They worked and worked on resolutions in their own meetings . . . they were very sharp. What we did have, were special activities like the Battle of the Bands and the volley ball tournament — but actually those involved adults too. So you see, this year it was one Conference and the adults and young people shared in it together. When it came time for the banquet and awards, I think most of the adults enjoyed it and appreciated it more because by that time they knew the younger people who took part in the entertainment that night and received the awards."

Ken Croken

Youth Award recipients.

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YOUTH PROGRAM

SUNDAY, AUGUST 21	WORKSHOPS
A Tribute to Children Talent Show Student Art Exhibit	Meeting of Youth Delegates, 3:00 PM Selkirk Room, Sheraton
MONDAY, AUGUST 22	
Youth Center Open 10 AM — 7:00 PM Pool Party, 3:00 PM	A Holistic Model of Youth-Directed Counseling or Alternative Living Services (St. Germaine, 1:00 PM, North Ballroom, Sheraton) Teen Parents: A Personal Perspective (Fairgrieve, 3:00 PM, North Ballroom, Sheraton) Youth Panel on Family Intervention (Pueblo of Acoma Youth, 3:00 PM, Palouse Room, Sheraton)
TUESDAY, AUGUST 23	
Youth Center Open 10:00 AM — 9:00 PM Youth Exchange (Selkirk Room), 11:00 AM	Youth and Spiritual Awareness (Morning Hawk Singers, 9:00 AM, Market Place, Riverfront Park) Improved Self-Confidence through the Art of Poetry (Fedullo, 9:00 AM, South A, Sheraton) A Forum for Indian Youth (American Indian Lawyer Training Program, 1:45 PM, Three Mountain Room, Sheraton) Papago Youth Conference (Papago Youth, 3:45 PM, Palouse Room, Sheraton) Discovering Your Radiant, Hidden Self (Almojuela, 3:45 PM, Sprague Room, Sheraton) Careers in the FBI (FBI, 4:15 PM, South C, Sheraton)
WEDNESDAY, AUGUST 24	
Youth Center Open 10:00 AM — 9:00 PM Volleyball Tournament, 3:00 PM Youth Awards, Conference Banquet, 7:00 PM, Grand Ballroom	"I Am Skokomish" (Skokomish Youth, 11:00 AM, Three Mountain Room, Sheraton) Seattle Indian Youth Street Survival (Verzola, 11:00 AM, South C, Sheraton)

YOUTH AWARDS

Awards were presented to selected youth for four categories of outstanding achievement — secondary school, post secondary school, arts and humanities, and sports and athletics. In addition, special recognition was given to another outstanding youth. Nominations were entered for over 20 youth from around the country and selected by the NICC Steering Committee.

SECONDARY SCHOOL

Ms. Billie Peterson received the award for educational achievement at the secondary level. Billie is now a 10th grader at Shelton High School, where she maintains a 3.8 grade point average. She was eighth grade valedictorian, a spelling bee champion, Junior Achievement member, and Skokomish Twana Dancer. Billie also received a youth scholarship from the Eighth Annual Northwest Indian Education Conference. Billie's academic achievement is exceptional, but she is also well-known as a basketmaker. She recently had baskets on display in France where she represented the city of Seattle in a cultural exchange. Billie was nominated by the Skokomish Tribal Health, Education and Welfare Committee of Shelton, Washington.

POST SECONDARY SCHOOL

Ms. Anita Vigil of the Yakima Tribe received the award for post secondary Sports/Athletics achievement. Anita Louise Vigil is 18 years old and graduated this past June from White Swan High School with a 3.7 grade point average. She is a National Honor Society member and, while in school, participated in Future Farmers of America where she served as treasurer. Anita also was sports editor for her school yearbook, Vice President of Letterpersons Club, school newspaper reporter, and member of Pep and Ski Clubs. She has been active in sports and community service and is the recipient of six scholarships for higher education. She has enrolled in Eastern Washington University, where she plans to major in physical education.

ARTS AND HUMANITIES

Mr. Brian Thompson has been selected as NICC Youth Award recipient in the Post Secondary level for his achievement in the arts and humanities. He is also recognized for his educational achievements in that he has just completed his first year of a pre-med program at Hamilton College in Clinton, New York. He is a graduate of Corcoran High School in Syracuse, New York, where he was in the top ten of his senior class. He was involved in Future Business Leaders of America and was the state's vice president of the organization.

For the past two years, he has served on the Parent-Student Committee of the Native American Progam for Title IV-A of the Syracuse School District. He was also nominated by the Indian Club of Syracuse to be a member of the New York State Youth Council. He is now one of 33 college students on the council from across the state.

Marcia Keegan

Ken Croken

Ken Croken

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During the summer, Brian worked as a tutor/counselor for the Upward Bound Program at LeMoyne College. According to the program director for the Native American Education Program in Syracuse, New York, "He has always been willing to work with the students and to help them grasp a fuller understanding of the heritage of the Iroquois people".

SPORTS AND ATHLETICS

Ms. Yvonne Oberly, age 17, from Lewiston, Idaho, is recognized by the NICC Youth Committee for her special achievements in sports and athletics. Yvonne will be a senior at the Wapato Senior High School in Wapato, Wash. this fall. She is a member of the National Honor Society and an honor roll student.

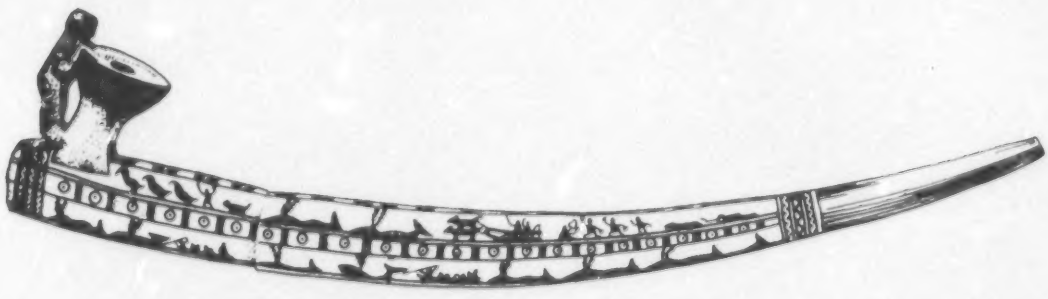
Yvonne is a member of the Wapato Senior High School girls basketball team and has been a member of Wapato school athletics teams since the seventh grade. She was voted Most Valuable Player of 1980 for the division of 19 years and younger by the Yakima Nation Athletics Basketball Tourney, and again won that honor in 1981. She plays forward on the basketball team. Yvonne has also participated in the Junior Olympics Tournaments held in 1981-1983 in Yakima, and in 1983 she was selected for one of the "Player of the Game" awards.

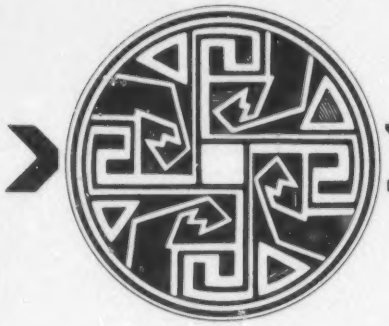
In other activities, Yvonne has helped the North American Indian Women's Association, Yakima Chapter, by selling raffle tickets and helping with dinners and bake sales to raise money for local charitable organizations. During the summer she helps in the Christian Education Department of the Talmaks Presbyterian Camp-meeting Association. Yvonne is active in the Journalism Club, Foreign Language Club, Letterman's Club, and plays trumpet in the school band.

SPECIAL RECOGNITION

The NICC Youth Committee would like to give special recognition in one additional category this year.

Ms. Charlene Jackson of Whittier, North Carolina, was nominated by the Save the Children Field Director for the Southeastern Indian Nations Program for her educational achievement. Charlene graduated from high school with honors and plans to go on to college. She was outstanding in the high school band and plays the flute. She was also in the Beta Club in school. These achievements may seem limited at the age of 19; however, Charlene is exceptional in that she managed to do many things despite her handicap of cerebral palsy.





THE EVALUATION

PROFILES OF PARTICIPATION

I. Survey of Participants, NICC, 1983

Jerry Bread, Chair, Evaluation Committee

Men	185
Women	494
Indians (enrolled 449)	552
Non-Indians	63

Residence:	
Reservation	375
Non-Reservation	
Rural	66
Town	72
City	145

Geographic Distribution:	
West/Northwest	193
Mountain States	16
Southwest	160
Plains/Midwest	66
Northeast/Southeast	47
Alaska	12
Canada	88
Mexico	0
Other	17

Education:	
K through 9th	51
10 through 12th inc. G.E.D.	190
Some college or university	165
College graduates and those with Graduate study	220

Employment Profiles:	
Are you working now?	
Full time	372
Part time	53
No	100
Employer	
Tribe	348
Federal	84
State/local govt.	53
Private Sector	61
Self-employed	16
Place of work	
Office	350
Field	118
School	96
Home	27
Other	44
Type of work	
Administration	168
Program & Operations	129
Training	60
Planning	58
Support/Maintenance	24
Other	58
Field of Work	
Social Services	180
Education	152
Health Services	72
Community Development	57
Legal Services	25
Law and order	22
Independent business	8
Church work	3
Other	72

Are you doing volunteer work?

Full time	36
Part time	97
No	288

II. Participants Rate the Conference

Jerry Bread, Chair, Evaluation Committee

1. Have you attended NICC before?

Yes: 31.6% No: 68.4%

2. How did you hear of the 1983 Conference?

Job: 41% Friends: 15.5%
Newsletter: 29.5% Other: 14%

3. How many days have you been here?

1-2 days: 4.4% 3-4 days: 74.1%
5 days: 21.5%

4. How do you rate your experience here?

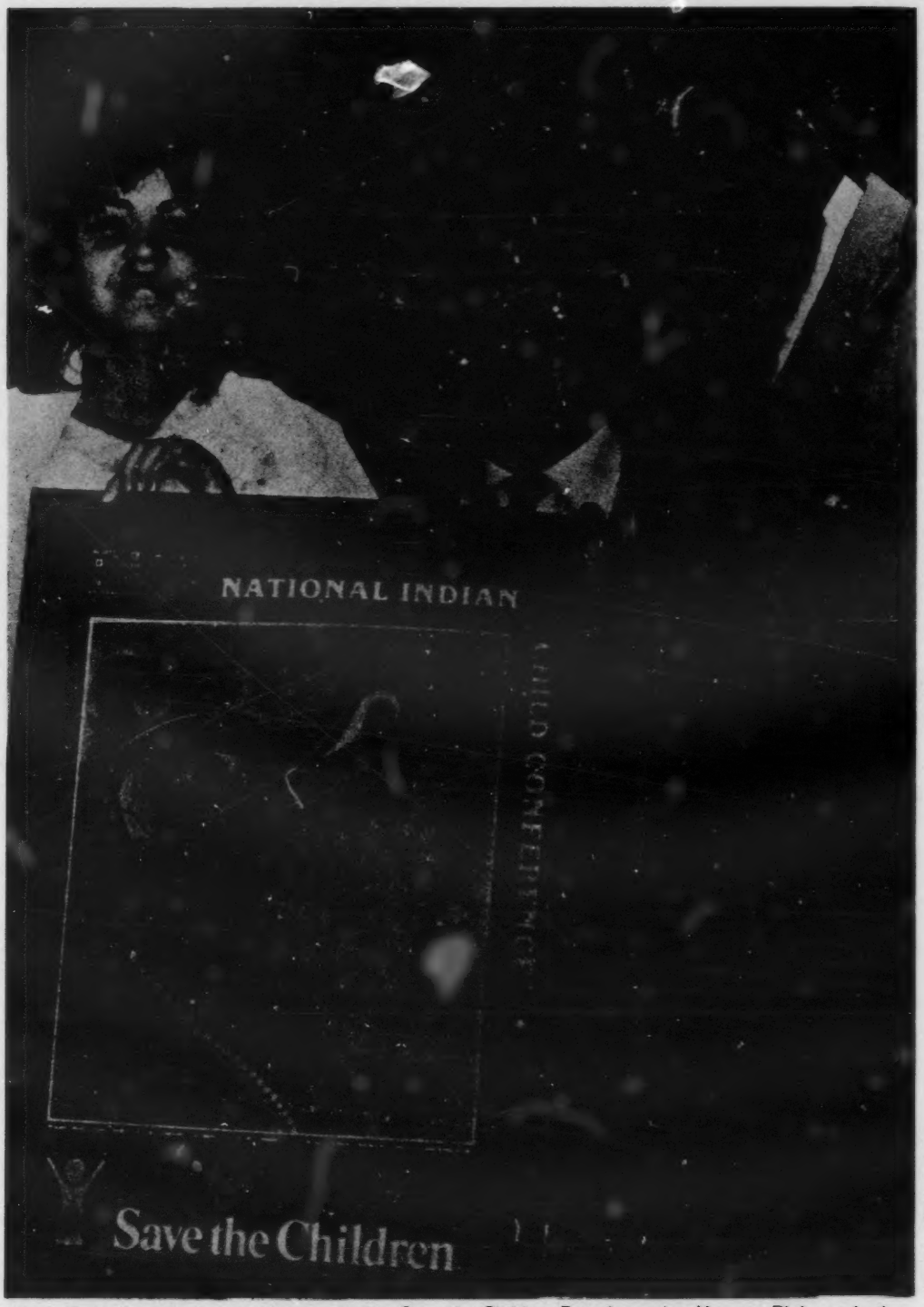
Valuable	92.5	Worthless	7.5
Pleasant	91.7	Unpleasant	8.3
Successful	91.6	Unsuccessful	8.4
Meaningful	91.4	Meaningless	8.6
Strong	89.3	Weak	10.7
Timely	79.4	Untimely	20.6
Organized	78.8	Unorganized	21.2

5. What is your judgement of the effectiveness of the Conference?

	Positive	Negative
Information learned was valuable	99%	1%
Entertainment and special events were pleasant and added a positive dimension	99%	1%
Conference provided a good chance for meeting old and new friends	97.7%	1.3%
Arrangements for meals and housing worked out well for me	91.5%	8%

6. Are you here as a delegate or representative of tribe, tribal committee, government agency or private sector organization?	Yes: 90% No: 10% If yes, is group helping you with expenses? Yes: 90% (in full: 25%) No: 10%
7. Looking ahead, I think the best time for NICC is:	Summer: 70% Fall: 23.7% Spring: 21.5%
8. I think the best plan for the Conference is:	Regular annual conference 74.5% Bi-annual conference with area conferences in alternate years 23.8% Tri-annual conference with area conference in alternate years 1.5%

*Based on 679 forms returned. Actual numbers are given. Survey was taken at General Registration and did not include many presenters, staff members, exhibitors, children, youth and guests. Total estimated attendance, all categories: 1,000.



Save the Children Photo

Henry Gobin's original poster is presented to Save the Children Board member Herman Blake and other conference participants.

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THE RESOLUTIONS

Linda Amelia, Chairperson, Resolutions Committee

At the close of NICC, resolutions were brought to the plenary session to be voted upon and approved by the conference members. More than twenty resolutions were approved and passed. A synopsis of those resolutions is given here reflecting the needs of Indian children, youth and their communities.

RESOLUTIONS ENACTED, 1983 NICC:

83-01 Education Post Secondary	A resolution to make changes in curriculum at Haskell Indian Junior College and other post-secondary schools affiliated with BIA . . . Urges that an independent evaluation be conducted to evaluate educational standards and assure the proper accreditation of federal post-secondary schools, thus expanding job and continuing education opportunities for graduates of these institutions.
83-02 Education P.L. 81-874	A resolution to reinstate funds under P.L. 81-874 (Impact Aid) . . . Urges Save the Children to bring to the attention of the U.S. Congress, the concerns of Indian communities concerning reduction of funds for quality Indian education.
83-03 Education Johnson O'Malley	A resolution to address concerns of conference participants in regard to the education of Indian children in public and tribally-controlled schools . . . Urges the U.S. Congress to restore funding for Johnson O'Malley programs.
83-04 Education Title IV	A resolution to increase funding for Title IV, Indian Education Programs . . . Urges members of the U.S. Congress to consider action to assure the continuation of the Office of Indian Education at appropriations levels at the FY 81 levels.
83-05 Education P.L. 85-561	A resolution in support of BIA pre-Kindergartens . . . Urges members of the U.S. Congress to consider action which would prevent the closure of the on-going programs on September 30 and also support action which would provide early intervention preschool services to the some 70,000 children who do not have these opportunities.
83-06 Education P.L. 95-561	A resolution to address proposed changes in the Bilingual Education Act and to increase funding for P.L. 561, Title VII Bilingual Education . . . Urges members of the U.S. Congress to consider action which would not

change the BEA to serve only non-English proficient students, but also to support action which would address the needs of LEP students, primarily American Indian Bilingual students.

83-07
Education
JOM and
Title IV

A resolution to reinstate eligibility of tribal schools for Johnson O'Malley funds and Title IV program funds . . . Urges the U.S. Congress, the President, and the Department of Education to reinstate eligibility of tribal schools to receive JOM and Title IV funds and to respect the intention of P.L. 93-638, the Indian Self-Determination Act to allow tribal control of tribal education programs.

83-08
Education
P.L. 81-815

A resolution requesting Congress to increase funding for the construction of school facilities . . . Urges Congress to increase funds under P.L. 81-815 for the construction of school facilities for the educational program of Indian/Alaskan Native children in grades K-12.

83-09
Education
School Boards

A resolution to give more attention to the educational needs and quality of education being provided to American Indian/Alaskan Native youth/children . . . Urges school boards and tribal governments to become more involved in reviewing the quality of education provided for Indian children.

83-10
Indian Child
Welfare Act

A resolution to request increased funding for the Indian Child Welfare Act Family Service programs and continuing funds for both tribal and urban programs . . . Urges members of the U.S. Congress to increase ICWA funding levels to a minimum of $15 million and that both tribal and urban Indian family service programs continue to be funded.

83-11
Mental Health

A resolution to increase funding for mental health programs . . . Urges the Congress to consider action which would provide funds for health and social services programs for Indian communities and comprehensive mental health services for Indian families.

83-12
Substance
Abuse Youth

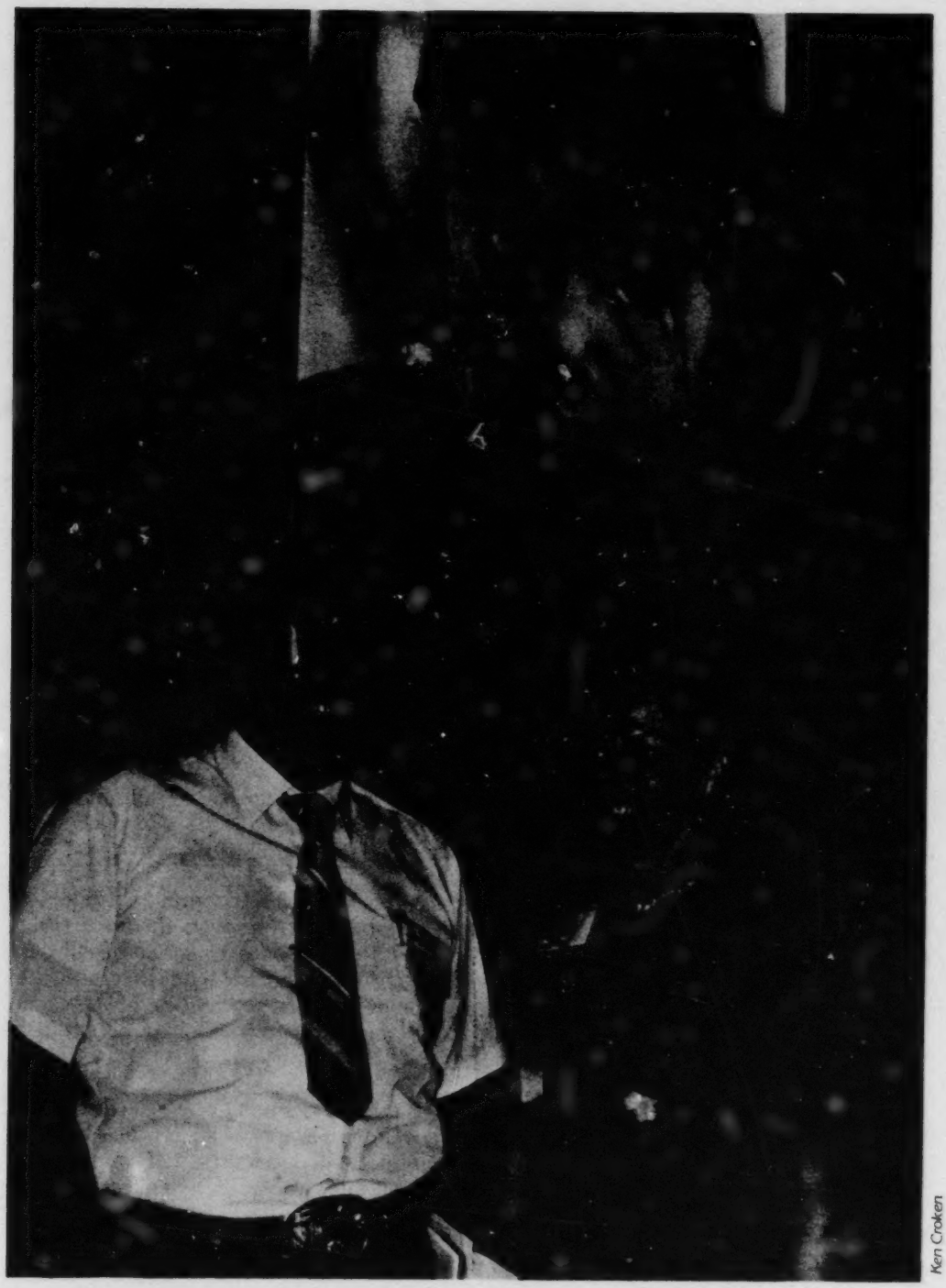
A resolution to address the high rate of substance abuse among American Indian youth and children . . . Urges funding for Indian Health Service to provide prevention programs and direct services.

83-13
Youth

A resolution to address the need to maintain a structured program for Indian youth during future NICCs . . . Urges the continued development of a youth program during future conferences as a way of involving youth in positions of responsibility.

RESOLUTIONS ENACTED, 1983 NICC:

83-14 Community Development	A resolution to create a community economic development program for Indian communities . . . Urges the U.S. Congress to assist in the development of a community economic development program that will lead to tribal self-sufficiency for Indian people including increased technical assistance and funds as appropriate.
83-15 Employment Youth	A resolution to address the need to provide fair distribution of employment opportunities for Indian youth . . . Urges the U.S. Congress to recognize, provide and enable tribal governments and organizations to fairly distribute employment opportunities among young people and remove political favoritism and economic status as a basis for a job.
83-16 Cultural	A resolution to emphasize Indian cultural influences and history in all educational programs . . . Urges the U.S. Congress to recognize the importance of Indian culture, traditions, literature, language, and history in all educational programs affecting Indian children and youth.
83-17 Tribal Jurisdiction	A resolution to encourage the development of model codes concerning tribal jurisdiction . . . Urges Indian tribes to develop tribal legal codes to assure consistency and appropriateness of jurisdictional and other legal issues.
83-18 Natural Resources	A resolution to address the indirect taxation of tribal natural resources by 10% of gross sales administrative fees for forestry . . . Urges the U.S. Congress to take action to cease assessing administrative fees.
83-19 P.L. 94-437 Developmental Disabilities	A resolution to encourage reauthorization of P.L. 94-437, the Indian Health Care Improvement Act . . . Urges the U.S. Congress to reauthorize the Indian Health Care Improvement Act and appropriate funds to provide systematic, comprehensive direct services for American Indian and Alaskan Native children with developmental disabilities.
83-20 Outdoor Recreation	A resolution to provide camping opportunities for Indian youth . . . Urges Save the Children and the U.S. Congress to support the development of American Indian culturally relevant camping experiences for American Indian youth, both in urban as well as in rural areas.



Ken Croken

Phyllis Dobyns, Save the Children Vice President of Program, meets with Dr. Frank Clarke after his testimony at the Congressional forum.

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CONGRESSIONAL FORUM

THE FIRST CONGRESSIONAL FORUM ORGANIZED BY THE NICC

By Ken Croken

On Thursday, August 25, the role of the U.S. federal government was examined by the conference participants at a Congressional Forum organized by the National Indian Child Conference Steering Committee. Congressman Pat Williams (D-MT), a widely-acknowledged Indian rights advocate, listened to the statements of Native Americans on a variety of subjects including health, education and the economic injustices against which many American Indian communities struggle.

Perhaps most compelling was Forum testimony offered by young Native Americans. Sixteen-year-old Harvey Anderson reminded the Forum of the official policy commitment of the federal government as stated in the Indian Child Welfare Act. "There is no resource more vital to the continued existence and integrity of the Indian tribes than children, and the United States has a direct interest, as trustee, in protecting children who are eligible for membership in Indian tribes," Anderson noted. In the testimony that followed, Anderson and other Indian children from around the country itemized for Williams and the Forum their opinions of the most formidable problems facing Native American children.

The young Indian witnesses went on to identify education, substance (drug and alcohol) abuse, youth employment, and the Indian Child Welfare Act child custody provisions as areas in critical need of attention. In education, for example, Anderson criticized school policies that call for the suspension of truants as only compounding the original problem. It was suggested that more cultural heritage education by properly qualified Native American instructors and a greater emphasis on career planning would do a great deal to maintain the interest level of Native American children in school.

Marietta Martin, a 21-year-old Brigham Young University junior, told the Forum that the growing problems of substance abuse among young Indians are related to the lack of appropriate recreational activities. The failure to provide children with alternative, healthy, well-structured recreational programs contributes to experimentation with drugs.

Ken Croken

Seahdom Edmo, six, a Nez Perce and Shoshone Indian, testifies.

Don Tonnasket, President of the Spokane-based Eagle Spirit Youth Club raised the issue of youth employment. Sherry Ames, a 16-year-old from Washington addressed the problems created by the custody provisions of the Indian Child Welfare Act, which allows for the placement of Indian children in non-Indian households. Ames reported that this system results in a serious identity crisis for the child and threatens Indian cultural integrity. Ames urged the return of custodial control to the tribe as the only solution.

At the close of the testimony, Congressman Williams labeled the information he received from the young people as "the most important" he received at the Forum.

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"This conference is all about you," he told the young witnesses. "You are trying a little harder each day to improve your world," the congressman stated, "and that trying is what makes your generation better and stronger than mine." Williams announced he would share the information gathered in Spokane with his colleagues in Washington, D.C.

Save the Children president, David L. Guyer, read to the Forum letters from Senators Christopher Dodd (D-CT), Mark Andrews (R-ND), Congressmen George Miller (D-CA) and Bruce A. Morrison (D-CT), each requesting that copies of the statements be sent so that the information would be shared with their committees, including the Senate Children's Caucus, the Senate Select Committee on Indian Affairs and the House Select Committee on Children, Youth and Families. ■

Ken Croken is press officer for Save the Children.

Ken Croken

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CONGRESSIONAL RECORD — *Extensions of Remarks*

Testimony From NICC Congressional Forum introduced into Congressional Record by Congressman Pat Williams (D-Montana)

SAVE THE CHILDREN

HON. PAT WILLIAMS

OF MONTANA

IN THE HOUSE OF REPRESENTATIVES

Friday, November 18, 1983

● Mr. WILLIAMS of Montana. Mr. Speaker, recently, I had the privilege of chairing a congressional forum at Save the Children's Fifth Annual National Indian Child Conference in Spokane, Wash.

Over 1,000 American Indians gathered for 3 days to discuss current issues and propose solutions facing Indian children, families, and their communities.

The congressional forum held on August 25, 1983 heard from one young first grader, 12 young Indian students, and 16 adult witnesses. The constant theme which echoed throughout the testimony was the importance of reuniting the Indian children and young people to their families and cultures; reinforcing their pride in being Indian; and reaffirming their proud heritage-not only to Indians but to other citizens of the United States.

All of the young Indians testifying noted problems of: alcohol and substance abuse; youth unemployment; child custody and foster care; high dropout rates; alienation and suicide; and lack of economic and social opportunity for the full use of their activities and talents in becoming self-sufficient American Indians. Interestingly enough, all these young people stated that while they believe there is a federal trust relationship between Indian tribes and their people which must be adhered to and protected, the solutions to Indian problems also must be found in the Indian communities, using local initiative and providing local solutions. These young people noted that they intended to hold their tribal leadership, their state leadership, and themselves responsible for working together to imporve their communities and their lives.

Sixteen-year-old Harvey Anderson, reminded the Forum of the official policy commitment of the Federal Government as stated in the Indian Child Welfare Act. "There is no resource more vital to the continued existence and integrity of the Indian tribes than children, and the United States has a direct interest, as trustee, in protecting children who are eligible for membership in Indian tribes," Anderson noted. In education, for example, Anderson criticized school policies that call for the suspension of truants as only compounding the original problem. He suggested that more cultural heritage education by properly qualified Native American instructors and a greater emphasis on career planning would do a great deal to maintain the interest level of Native American children in school.

Marietta Martin, a 21-year-old Brigham Young University junior, told the forum that the growing problems of substance—drug and alcohol—abuse among young Indians are related to lack of appropriate recreational activities. The failure to provide children with alternative, healthy, well-structured recreational programs contributes to experimentation with these drugs. Furthermore, Martin reported that the lack of knowledge by parents of the harmful affects of substance abuse compounds this problem.

Don Tonnasket, president of the Spokane-based Eagle Spirit Youth Club raised the issue of youth unemployment. Tonnasket suggested that several governmental regulations inhibit equal opportunity, particularly income guidelines for job-training programs. Sherry Ames, a 16-year-old student, from Washington State addressed the problems created by the custody provisions of the Indian Child Welfare Act, which allows for the placement of Indian children in non-Indian households. Ames reported that this system results in a serious identity crisis for the child and threatens Indian cultural integrity. Ames urged the return of custodial control to the tribe as the only solution.

The star witness at the forum was first grader, Seahdom Edmo, of Portland, Oreg., who told us about an uncle who was caught in the rain and died close to a hospital with hypothermia. She said people saw her uncle and were afraid to help because they thought he was beaten up. Seahdom, at her young age, ask that Indian culture and religion be respected. She showed the forum a picture of an Indian sweat lodge important to Indian traditions, which she had drawn.

Mr. Chairman, these young Indian people who talked with the Forum, were truly magnificent examples of the best of American youth. They had a spirit of "will do" about themselves and a down to earth approach about how they will solve the problems facing their people. Mr. Chairman, I told these young people that this conference is all about you: You are trying a little harder each day to improve the world and that trying is what makes your generation better and stronger than mine and each generation better than the generation before. Do not stop trying, or we are all in great trouble.

A number of American Indian expert witnesses appeared before the Forum. All of these witnesses noted the severe cutbacks in Indian services under the Reagan administration and the devastating affects they were having on the Indian tribes and their people.

Dr. Marlene Bohohawk stated that it is important to have an accurate account of Indian history and to understand the effects of physical, mental, and social development. She noted that in the last 30 years, American Indians have made great strides in education. Dr. Bohohawk stressed the importance of focusing on the strength of Indian youth and their culture to help overcome Indian problems. She recommended that Federal and State departments of education work closely with Indian professionals—social workers, psychologists, educators, and physicians to develop appropriate training curriculum for educators. In doing this, Indian children will be provided with relevant materials which will help stimulate their interest in school.

Dr. Frank Clarke, an Indian physician, discussed the health, behavioral, and mental health problems facing young people. He traced these problems back to the destruction of the Indian family, and the relocation of Indian people to geographic areas of the country which was not their traditional homeland. He believes this cultural breakdown caused a breakup of the traditional child raising stands. Dr. Clarke sees this history illustrated in lack of parenting skills among Indian parents and lack of interest by Indian young people in achievement. In closing, Dr. Clarke noted the complexity of this problem and how it had been severely aggravated by budget cutbacks in health and social services of this administration.

Evelyn Blanchard, president of the Association of American Indian and Alaska Native Social Workers, noted that underlying all social services to American Indians, is fiscal matters. She noted the great concern of Indian people for the need to maintain funds for the National Indian Child Welfare Act at $15,000,000 in fiscal year 1985 as well as the importance of getting Congressional Oversight Hearings. Ms. Blanchard also highlighted the serious problems faced by Indian tribes with the Adoption Assistance Act because of a funding formula which did not reach many tribes, not under Public Law 638 provisions of the law. She noted concerns relating to cutbacks in Headstart, BIA, and public school education, Day Care, WIC, nutrition, and gifted and talented Indian children. Ms. Blanchard called on the U.S. Congress to look for a way to integrate all the programs relating to services for

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children.

Anne Medicine, Stanford University faculty member, and Russell Jim, Yakima tribal council member, both testified about Indian education. Ms. Medicine described the importance of the Indian Community College movement and cited the 17-percent enrollment increase of Indians in higher education within recent years. She called on the U.S. Congress to support the Indian Community College bill with increased appropriations to stabilize their financial base and help fund libraries, laboratories, and faculty. She also stressed that Indians are the most underrepresented group in American Indian Education and that students currently enrolled have few role models or mentors. In conclusion, Ms. Medicine noted that if proper funding were maintained, the Nation would see Indian education as a "pot about to boil" with long-term potential Indian human resources which could be harnessed for Indian people as well as the Nation.

Russell Jim noted that Indian people and their children must be allowed to walk two roads—one which leads them to respect their culture and ancestors and the other which teaches them how to survive in the American society. He noted that children find this difficult to do when all the signs around them point to an assault on Indian culture and resources. He continued that America is raising a "nation of culturally deprived people."

Leo Haven, Navajo Nation, asked that the U.S. Congress look closely at Headstart, and BIA kindergarten, and other Indian education programs. He stated that these programs come from agreements in the treaties and other laws between the Federal Government and American Indians. Haven called on the Congress to live up to the obligations by properly funding the programs which the Reagan administration is trying to cut out.

Mr. Chairman, our forum concluded with a statement from Save the Children's American Indian Nations Director, Dr. Helen M. Scheirbeck. She described SCF's work among 45 Indian tribes and communities through the local community volunteer committees. Dr. Scheirbeck noted that SCF's self-help approach to community development matches private funds with Indian initiative and volunteer skills to meet locally determined needs and priorities. She concluded by noting that the future of Indian children, families, and communities will be secured not by Washington, D.C. but by individual Indian people who set a vision for their tribes and communities and who work to create and sustain this vision. Washington, D.C.—the Federal Government—must keep its treaty and service obligations guaranteed to Indian tribes and their people stated Dr. Scheirbeck, but Indian people themselves must fashion their own plan and secure their own visions for their people. She finished by noting that SCF's programs provides a way to begin doing this.

Mr. Chairman, since 1980 there has been the largest absolute increase since poverty statistics gathering began in 1959. It also represents the greatest rate of increase over any 2-year period since 1959.

During the five previous presidential administrations, 6 million children left poverty. Now, with children falling back into poverty at a faster rate, another 2½ million children will become poor in the second 2 years of the current administration. That will mean 4½ million children. This increase in the population below the poverty level is as a result of cutbacks in social programs for both Indian and non-Indian groups.

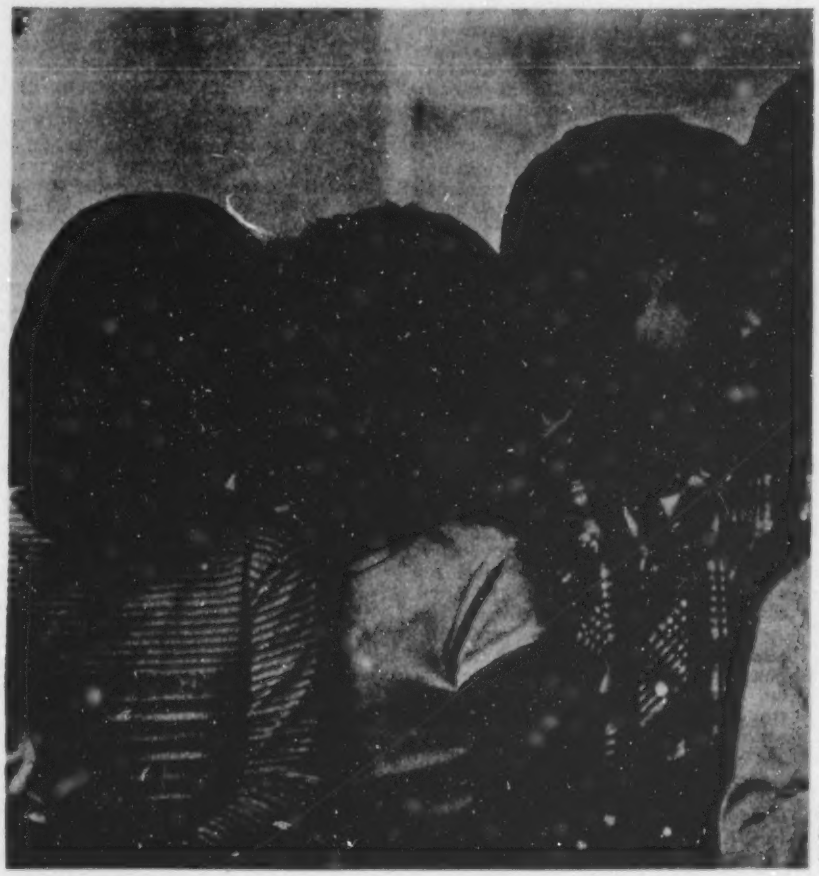
We are serving 50,000 fewer children in child welfare services and with a drop of $350 million in the Federal food-stamp program, half a million children receiving food stamps have been affected by the cutbacks, he said.

Children make up half of the medicaid population, and 660,000 have lost Medicaid (in the past 2 years). Sixty percent of the AFDC (Aid to Families with Dependent Children) recipients are children, and 1 million lost those benefits.

Every hour $39 million is spent by the U.S. Department of Defense.

That's $650,000 a minute on defense while our children are improperly cared for. It is not a matter of not enough money, but a matter of the national will . . . It depends on where we put our priorities.

Mr. Chairman, I am pleased to be able to share these insights from Indian children and adults with the Members of the U.S. House of Representatives. I want to extend my particular thanks to Save the Children and its president, David L. Guyer for the opportunity to be a part of their 5th Annual National Indian Child Conference.●



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Arapahoe
Assiniboine

Blackfeet

Carib
Chehalis
Chemehuevi
Cherokee
Chickasaw
Chippewa
Choctaw
Cochiti Pueblo
Cocopah
Coeur d' Alene
Colville
Comanche
Coushatta
Cree/Cherokee
Crow

Dakota

Eastern Cree
Elwha Clallam
Ermineskin
Eskimo

Ft. Mohave

Gitkson

Haulapai
Hidatsa
Hopi

Isleta Pueblo

Jemez Pueblo

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Karok
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Kickapoo/Sac-Fox
Kiowa
Kwakiutl

Laguna Pueblo
Lumbee
Lummi

Mandan
Mashpee Wampanoag
Menominee
Metis
Mohave
Muckleshoot

Naragansett
Navajo
Nez Perce
Nimpicish
Nisgna
Nooksack
Northern Cheyenne

Oglala Sioux
Ojibway
Okanagan
Omaha
Oneida/Mohawk
Otoe-Missouria
Ottawa

Paiute
Papago
Pasqua-Yaqui
Peigan
Penticton
Pima
Pomo
Puyallup

Quinault
Quinault/Chinook

Reno Sparks Indian Colony
Rosebud Sioux

Soboba
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Seneca/Cayuga
Shoshone-Bannock
Shuswap
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Southern Ute
Standing Rock Sioux
Stockbridge-Munsee
Stolo
Stoney Creek
Suquamish
Swinomish

Taos Pueblo
Tewa
Tlingit
Tulalip
Tsawwassen

Umatilla

Warm Springs
Wasco/Choctaw
Wasco/Nisqually
Washoe
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Winnebago

Yaqui
Yakima
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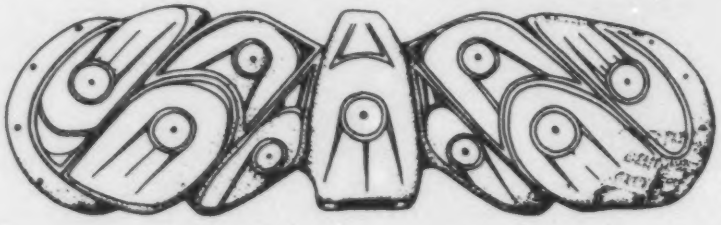

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ACKNOWLEDGEMENTS

The first National Indian Child Conference (NICC) was held in Phoenix, Arizona, in September, 1978, and has been followed by succeeding conferences in 1979, 1981, and 1982. Attendance has varied between 1,100 and 1,800. The NICC was conceived on the premise that there was no other national conference attempting to deal with the total Indian child or with the entire spectrum of concerns affecting Indian families. Consequently, the NICC stands apart from similar organized conferences, which present only education, or health, or socio-economic themes.

The first conference attended by representatives from over 100 tribes supported the belief that such a conference was needed. This first conference was distinct in that it reached grassroots people, many of whom had never attended a conference. The focus upon model programs, alternatives to boarding school education, and other new and imaginative programs were rated high by attendees. This first conference like those to follow provided opportunities for sharing ideas and problems by those responsible for the delivery of services and with Indian parents alike. The theme for the first conference as well as those of the four subsequent ones reflect the positive nature of the conference proceedings. Because of the positive response of this first effort and because so many had enthusiastically endorsed and supported it, Save the Children was more than pleased to continue to sponsor the annual event.

The first four conferences were held in the Southwest area where Save the Children has for many years worked with all the major tribes and had developed a strong grassroots committee system for the administration of programs designed to make life better for Indian children. The selection of Spokane as the site for the Fifth Conference indicated our confidence in Indian people everywhere to take advantage of opportunities to help improve the quality of life of their children.

The heart of the conference is the volunteer. Since NICC staff is composed of only a few individuals, there is heavy dependence on local support. The responsibility for the success of each conference must go in large part to the Indian groups, organizations, and individuals who have given unselfishly of their time, energy, and expertise to the conference planning and execution. City convention centers and local business men and women have been most helpful and cooperative.

Save the Children's annual endorsement of the work and purpose of the conference allows the NICC continuity and stability in pursuing its original objectives to:

- Identify problems indigenous to the Indian population
- Review pertinent data on contemporary developments
- Identify resources for improving the Indian experience
- Set up mechanisms to promote the Indian viewpoint

These objectives are pursued at the conference through selected workshops, the addresses of keynote speakers, in special caucuses and panels, and in discussions among delegates. They are promoted in a conference final report and in recommendations formulated at the conclusion of each year's session.

The 1983 conference staff would like to recognize and thank the following committees, organizations, and individuals for their help and co-operation. Their special contributions added greatly to the interest, pleasure and significance of this year's Conference.

- Governor John Spellman, State of Washington
- Mayor James Chase, City of Spokane
- The Affiliated Tribes of the Northwest — Delbert Frank, Chief; Charlotte Herksan
- The American Indian Community Center of Spokane — Raymond Reyes, Chairman; Marian Mabe
- The Eagle Spirit Club of Spokane
- Mayor's Reception — Mrs. Joseph (Betty) Drumheller
- Museum of Native American Art, Spokane — B. T. Arsenault, Director; Jeff Manager, Technical Director
- The Spokane Public Schools — The Title IV Parent Committee; The Title IV Staff; Don Barlow, Indian Education Program
- Northwest Portland Area Indian Health Board — Rosella Moseley
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- The NICC Advisory Committee
- The Registration Committee
- The Hospitality Committee
- The Exhibits Committee
- The Facilitators Committee
- The Youth Program Committee
- The Resolutions Committee
- The Evaluation Committee
- The Northwest Feast — Connie and Skip Skanen
- NICC Day Care — Loretta Williams
- NICC Film Festival — Stephen La Boueff
- NICC Certification Programs
  Eastern Washington University, James Somday and John Colongi
  Head Start Pre-Sessions, Patsy Martin and Winona Sample
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- National Staff— Save the Children Headquarters
- Riverfront Park, Spokane — Susan Miller, Manager
- The Sheraton — Spokane Hotel
- Cavanaugh's Inn at the Park
- Cavanaugh's River Inn
- Lilac City Decorators — Chuck Phelan, Exhibits
- Bundy, Seligman & Thomas, Insurance — Nancy Hammond, Agent
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